DEPARTMENT OF NURSING EDUCATION

IN CHARGE OF

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The collaborators in this department will be glad to receive short items of interest relating to the field of training-school work. States east of the Mississippi should send their contributions to S. Lillian Clayton, Philadelphia General Hospital, Philadelphia, and those west of that section to Anna C. Jammé, Board of Health, Sacramento, California.

AN EXPERIMENT WITH A REFERENCE LIBRARY

By Helen L. Bridge

St. Louis, Missouri

Among the many problems to be solved by a superintendent of nurses, one of the most difficult is how best to provide the school with a proper reference library. In some cases the question has been solved with comparative ease but in others, where there is little or no money to be had for the purchase of books, the solution is a difficult one. Following is a short discussion of how the situation was met in one school.

A year ago the reference library consisted of a few volumes of questionable value. These were kept in open cases in one of the sitting rooms and were very little used. No record was kept of the circulation of the books. About a year ago an attempt was made to establish the nucleus of an efficient reference library. The following channels were used to obtain books:

1. A few volumes were purchased with money from the training school budget.

2. Books were secured from the medical school library.

3. The Library Committee was asked for the same yearly appropriation that is granted to all university departments. This was granted and although it is only $30, it makes possible, each summer, the addition of a few well-chosen books to those already on the shelves.

4. A number of books were loaned by individuals.

5. The librarian of the City Library was asked to put into the unit, as a permanent loan, a number of technical books. The total number asked for was not available, but the most important ones were secured.

Still other sources that might be used are the state and local medical libraries. However the difficulty with these is that the books are

seldom loaned for a period of more than two weeks. For this reason it would seem that the use of such libraries would be helpful only in special cases.

Institutions most easily and efficiently used are the city libraries. Where these are drawn upon, it is only necessary to demonstrate to the librarian that the technical books asked for actually will be used and almost any book desired can be obtained. The following report, a copy of one sent to the city librarian, shows the number of issues from a library of non-fiction, consisting of about one hundred volumes. The report covers a period of three months, including a ten days Christmas vacation. Topics marked with an asterisk indicate courses being given at the time of the issue.

	Issues
*English	254
*History of Nursing	28
*Bacteriology	97
*Materia Medica	118
*Chemistry	88
Medicine	4
Pediatrics	2
*Anatomy	120
Obstetrics and Gynecology	6
Social Service	12
Dietetics	1
Total	730

All books were issued by the stenographer in the training school office, who used the following method. In each book was placed a card containing a description of the volume, a space for the signature of the person using the book and the date and time of issue. When a book was given out, the properly-signed card was filed, the same being replaced in the book when it was returned. The length of time for which books were issued varied to a slight extent. If there were a sufficient number of copies, the students were permitted to keep the books for twenty-four hours and when the number of copies was few, for only twelve hours. For some books that were not in such great demand by a large number of pupils, and for those which were required reading, the time was extended for two weeks. A fine of $0.10 a day was imposed for not returning them on time. The only books with which each student was provided were copies of a text book of *Practical Nursing* and an *Anatomy and Physiology for Nurses.*

Among other lessons learned from the experiment, still in the process of trial, is the one that a small library may be an adequate one.

Important points to observe are the following: (1) See that the books on the shelves are well chosen and are such as will give the students the material they are seeking; (2) make them easily available to every pupil.

Another experiment that is being tried is the placing of a unit of the city library in the record room of the hospital. This unit is made up of books of fiction, biography and travel. The issue from this unit for three months was five hundred and fifteen volumes, making a total of twelve hundred and forty-five books issued in the hospital during that period. The books from the record room unit were used by members of the nursing and medical staffs and from almost every class of hospital employees.

THE TEACHING OF BACTERIOLOGY IN NURSES' TRAINING SCHOOLS

By Eva Parsons, R.N.

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Before we can determine the extent of the course of study in bacteriology, we must decide definitely our purposes in teaching it. This is a very trite statement, to be sure, and has a fearsomely pedagogical sound, yet it is neither more nor less than simple common sense. Suppose, then, that we decide upon the following as results to be desired from a course in bacteriology.

The nurse must know the relationship between bacteria and disease, and the habits of growth and means of destruction of microörganisms in order to prevent the spread of transmissible disease. This knowledge should be so applied that it will enable her to protect the patient, the public, and herself; it should help her use disinfectants intelligently, and give her an adequate basis for understanding the principles underlying nursing procedures. She should know the relationship of bacteriology or rather of microbiology to general biology and to anatomy and physiology. She should know the economic value of bacteria so that she does not have the one-sided view that bacteria are important only as a cause of disease. She should know how to coöperate intelligently with the diagnostic and laboratory procedures of physicians. She should develop some little facility in handling laboratory equipment, and be able to use it in making scientific observations, and to describe accurately observations thus made. Above all, she should attain that "scientific attitude" which withholds judgment until accurate data has been secured.

The next problem to be decided is the kind and amount of subject matter to be covered and the time to be given to it. The ideal way